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ABSTRACT

This annotated bibliography lists 40 items, published between 1966 and 1971, that have to do with teacher aides. The listing is arranged alphabetically by author. In addition to the abstract and standard bibliographic information, addresses where the material can be purchased are often included. The items cited include handbooks, research studies, and journal articles covering the organization of teacher aide programs, the recruitment and selection of aides, training programs for aides, and other related topics. Items that are especially recommended are starred. In an introduction, the project director justifies the hiring of teacher aides even in a time when there is a surplus of teachers. (JA)

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an annotated bibliography

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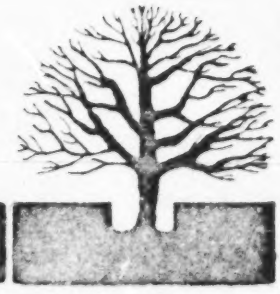

from

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"TEACHER AIDES CAN LEAD TO IMPROVED INSTRUCTIONAL PROGRAMS. . . "

Teacher aides have become a familiar word in public education. The introduction of teacher aides reached significant proportions during the 1960's with the thrust of the ESEA Title I Compensatory Education programs and also with the development of Head Start programs. The concept has been developed and refined during the last decade to make a variety of teacher aide roles an integral part of many school staffing patterns. It has been clearly demonstrated that adults without teaching certificates can function effectively within certain prescribed areas of responsibility to strengthen the effectiveness of instructional programs.

The supply and demand picture in public education is destined to have an impact on teacher aide utilization. When aides were first introduced to public schools, there was a general shortage of qualified teachers. Aides were viewed initially as one way of increasing manpower to supplement the sparse professional teacher ranks. The supply of public school teachers has shifted markedly during the last decade so that now there is a general surplus of public school teachers. New concerns and issues are facing the education profession. One often hears the argument that "it is wrong to hire teacher aides when there is a surplus of teachers." Considerable influence is being exercised by teacher associations to insure that aides are never utilized as replacements for teachers.

The critical issues are still unresolved. Public schools must commit themselves to effective staffing patterns and place the needs of the students ahead of the vested interests of teachers per se. Schools are for the benefit of children and should not be designed to perpetuate outdated and ineffective ways of utilizing staff resources. One must ask, "What type of staffing balance between teachers and instructional aides provides the best potential for the best instructional program and for the most efficient return on the public dollars spent in education?"

"Differentiated Staffing" has explored new types of staffing patterns utilizing a broader mix of manpower in public schools. The concept suggests that the self-contained teacher in a self-contained classroom being all things to all children is an antiquated vehicle for quality education. Experience is beginning to demonstrate that instructional and clerical aides can be of tremendous assistance to teachers, freeing them to work more individually with students and to more carefully diagnose and prescribe instructional programs more relevant to the needs of the students. The current manpower pool can provide extremely well-qualified applicants for teacher aide positions, and these untapped human resources should be fully explored by school districts. The proper use of aides can make teaching more effective, can enable the teacher to concentrate more on her professional tasks and responsibilities, and can provide for a more effective adult-to-student ratio in the public schools.

The literature annotated in this bibliography illustrates some of the fine work that has been done in the area of paraprofessional programs. Included are many handbooks covering the organization of teacher aide programs, the recruitment and selecting of aides, training programs for aides, and other practical pointers on how to enhance instructional aide programs in public school settings. Also included is the information where many of these manuals or handbooks can be ordered. The starred items are especially recommended.

Special appreciation is extended to Marie Boschetti, Jane Nicoll, and Jeanine White who have located and reviewed the items contained in this annotated bibliography. Additional appreciation is extended to Paula Morrelli, Project Associate, for her efforts in helping edit the bibliography and annotations. The typing and collating efforts of Susan Gabbs, Paulette Sokolow, and Barbara Wylie provided valuable support. Without the assistance of all these individuals, this publication would not have been possible.

Copies of items in this annotated bibliography, as well as other references, are available for your review at the Marin County Schools Office. Also available are annotated bibliographies on Differentiated Staffing--An Addendum, Team Teaching, Individualizing Instruction, and School Volunteers. Please feel free to contact us if we may assist you in exploring these references further.

Hollis H. Moore, Director
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Education Professions Development Act

A SELECTED ANNOTATED BIBLIOGRAPHY

TEACHER AIDES

*1. Administrative Leadership Service. Teacher Aides or Auxiliary School Personnel. 1966. 64 pages. (Copies may be ordered from the Educational Service Bureau, Inc., Executive offices, 2201 Wilson Boulevard, Arlington, Virginia 22201)

Discusses the role of the teacher aide, using as examples six specific programs, two of which are in California. Offers some "keys" to a successful program and tells how to recruit and screen applicants for teacher aide positions.

*2. Anonymous. "Auxiliary School Personnel." The National Elementary Principal. May 1967. 7 pages. (Back issues of the publication may be ordered from the University of Wisconsin Upper Midwest Regional Educational Laboratory, University of Wisconsin, Madison, Wisconsin 54306.)

The article consists of questions and answers on the "crucial issues educators must resolve in the selection, training, and assignment of auxiliary personnel." This is a very complete discussion of the practical question arising in conceptualizing and implementing a program for auxiliary personnel.

*3. ----------. Handbook for Paraprofessionals. A. C. Croft, Inc. 1968, 33 pages. (This publication may be ordered from Purchasing Department, A. C. Croft, Inc., Swarthmore, Pennsylvania.)

Gives a teacher opinion poll on how the profession feels about teacher aides. Discusses areas of responsibility, duties, job qualifications, and selection procedures. Gives suggested formats for an application form, interview record, evaluation form, profile of a team teacher, and evaluation of the teacher assistant program.

*4. Association for Childhood Education International. Aides to Teachers and Children. 1968. 64 pages. (This publication and other materials may be ordered from the Association for Childhood Education International 3615 Washington Avenue, N. W., Washington, D. C. 20016.)

This book suggests ways to find, screen, and use aides. Gives sources for obtaining aides and examples of their possible contributions. Discusses the education and role of the aide.

*5. Bank Street College of Education for the Office of Economic Opportunity. An Annotated Bibliography on Auxiliary Personnel in Education. 1969. 94 pages. (This bibliography may be ordered from the Public Information Officer, Bureau of Educational Personnel Development, U. S. Office of Education, 400 Maryland Avenue, S. W., Washington, D. C. 20202, or the Bank Street College of Education, 216 West 14th Street, New York, New York 10011.)

This annotated bibliography refers to publications related to the general concepts, models of actual programs, and training guides and manuals under the major categories of "School System," "Preschool Education," "Elementary Education," and "Secondary Education." It also gives titles highly recommended for trainers and trainers of trainers.

6. ----------. Directory of Institutions of Higher Learning Offering Training Programs for Auxiliary Personnel in Education. 1969. 105 pages.

This directory contains information on two-year junior colleges and senior colleges and universities offering training programs for auxiliary personnel in education, or who are planning such programs. Salient facts are presented about existing programs; but only names, addresses, and the contact people are given for those institutions with projected programs.

7. ----------. New Partners in the American School: A Study of Auxiliary Personnel in Education. November 1967. 23 pages.

This pamphlet presents a number of ideas concerning the use of auxiliary personnel. Results of a nationwide study showed that training was seen as the essential ingredient to effective use of auxiliary personnel; job definition was necessary to set limits, but was applied flexibly; and career development was found to be least in evidence, although most crucial. Five suggested stages in career development of auxiliaries are: aide, assistant, associate, teacher-intern, and teacher. Examples of activities which directly support the teacher by relieving him of non-instructional duties and which provide a link with home and community are given. A summary of recommendations based on demonstration programs provides ideas on developing a team approach, recruitment, community involvement, and the challenge facing administrators.

8. Bergmann, Donna, Lynda Slominski, and Elaine Harshfield. Handbook for Paraprofessionals. School District #48. Beaverton, Oregon. Summer 1970. 37 pages. (This publication may be ordered from Harold V. Wik, Differentiated Staffing Project, Beaverton School District #48, 4855 S. W. Erickson Street, Beaverton, Oregon 97005.)

The handbook is an outcome of the 1970 Summer workshop entitled "Utilization of Non-Certified Personnel," conducted by Dr. James Olivero in Beaverton, Oregon, as part of their differentiated staffing project. The handbook is designed to serve as a working model for schools with differentiated staffing, and includes four documents: 1) a handbook with guidelines for paraprofessionals, 2) a communication tool for instructional improvement, 3) an instrument to identify teacher-paraprofessional role expectations, and 4) evaluation instruments for paraprofessional improvement.

*9. Bowman, Garda W. and Gordon J. Klopf. New Careers and Roles in the American School. Bank Street College of Education, for the OEC. 1968. 256 pages. (The publication may be ordered from the Public Information Officer, Bureau of Educational Personnel Development, U. S. Office of Education, 400 Maryland Avenue, S. W., Washington, D. C. 20202 or the Bank Street College of Education, 216 West 14th Street, New York, New York 10011.)

Describes 15 projects conducted during the first year of the study and analyzes in greater depth five projects which were continued in the second year; stresses flexibility in role development, innovative utilization of auxiliaries to support learning-teaching processes; suggests specific stages in career development coordinated with work-study programs; presents illustrative cases of team training for professionals and auxiliaries on the job; offers recommendations for a wide range of areas in program development.

*10. ----------. Training for New Careers and Roles in the American Schools. Bank Street College of Education for the U. S. Office of Education, January 1969. 19 pages. This pamphlet may be ordered from the Public Information Officer, Bureau of Educational Personnel Development, U. S. Office of Education, 400 Maryland Avenue, S. W., Washington, D. C. 20202 or the Bank Street College of Education, 216 West 14th Street, New York, New York 10011.)

Bowman and Klopf present the administrative changes in policy and structure that are needed as a prelude to the introduction of auxiliary school personnel. They state specific training objectives and training procedures for teachers and aides as well as discussing the need for mutual trust between teacher and aide. They conclude with a schematic arrangement of objectives and procedures.

*11. Brotherson, Mary Lou and Mary Ann Johnson. Teacher Aide Handbook: A Guide for New Careers in Education. 1971. 210 pages. (This handbook may be ordered from the Interstate Printers and Publishers, 19 Jackson, Danville, Illinois 61832.)

This handbook describes aide attitudes toward children, job protocols, training format and study habits, group techniques aides can employ with children, efficient use of time, use of the library, an overview of the history of public education in the United States, the organizational structure of public education, duties of the aide, special duties such as the duties of the aide working with the mentally handicapped, deaf, blind, etc., evaluation procedures and training in child development. The discussion on child development is excellent and includes physical, mental, and emotional growth. Average characteristics are listed for ages 1-13. A final section is devoted to employment opportunities and pay scales. The handbook also includes a bibliography.

12. Clark, Donald C. and Sally N. Clark. "An Effective Instructional Aide Program: Training for Both Teachers and Aides." Journal of Secondary Education. October 1970. 6 pages.

This article stresses the need for careful and systematic training for both teachers and aides. The authors suggest an in-service training program for teachers take place prior to the hiring of the aides. The proper utilization of aides and the roles of both the teacher and the aide are emphasized. Once this training has taken place, teachers should be permitted to take part in the selection of the aid(s) they will be working with in the classroom. "Mutual respect between the aide and the teacher" is essential to a functional program. The aide and teacher should take part in post-hiring orientation and training programs are discussed, along with the format for an eight-week adult education course given by the Monrovia Unified School District for their aides.

13. Communication Service Corporation. Training Teacher Assistants in Community Colleges: A Survey of Experience to Date. 1968. 128 pages. (This publication may be ordered from the Communication Service Corporation, 1333 Connecticut Ave., N. W., Washington, D. C. 20036.)

Lists 52 selected community colleges offering courses for auxiliary personnel; includes information on type of college, scope of program, course content, how programs are perceived by students and educators.

14. Contrucci, Victor J. "Utilizing the Teacher Aide." The Amplifier. March 1968. 2 pages.

In this report the author discusses many varied forces and factors which influence both the manner in which a teacher aide is utilized and the success of an aide in a particular program. He places them in three categories: institutional goals and variables, teacher variables, and teacher aide variables. Important variables discussed are the physical and emotional environment in which the teacher, aide, and pupils interact both from the building and classroom standpoints; the skills and personality of the teacher to implement an instructional program based upon pupil needs; the teacher's ability to translate her strategies which affect the manner in which an aide will be utilized. Also, the skills and personality of the aide are important variables.

15. Glovinsky, Dr. Arnold and Dr. Joseph P. Johns. Human Resources Inventory and Paraprofessional Role Clarification Instrument. February 1971. 10 and 9 pages, respectively. (These booklets can be ordered from the Differentiated Staffing Project, Wayne County Intermediate School District, 33030 Van Born Road, Wayne, Michigan 48184.)

The first paper thoroughly discusses the means and rationale for conducting a staff human resources inventory. The second considers the role of the paraprofessional and can be used to assess change in the participants before and after training. The instrument also provides task ratings of clerical, monitorial, and instruction reinforcement tasks.

*16. Harrison, Raymond. The Selection, Orientation and Use of Teacher Aides: A Handbook and Guide. 1967. 51 pages. (The guide may be ordered from the School of Education, Fresno State College, North Maple and Shaw Avenue, Fresno, California 93726.)

This publication presents a compilation of practical considerations, activities, and techniques related to the use of teacher aides, and gives guidelines for more effective use of paraprofessionals in the classroom. Areas discussed include orientation of teachers to aides, in-service education for aides, aide activities and evaluation.

17. Hornburger. Jane M. "Plans from Wilmington, Delaware, for Using Teacher Aides." The Instructor. February 1969. 3 pages.

The article is based on Hornburger's book,... So You Have an Aide. The roles of aides and teachers are

clearly discussed, and evaluative criteria to measure aide effectiveness are presented. Concepts of responsibilities for both the aide and the teacher, suggested scheduling for better utilization of time, evaluating checklists for use by both aide and teacher, and a self-evaluation referral list to be used by the aide are discussed.

18. ----------. . . . So You Have an Aide. 1968. 38 pages. (This guide may be ordered from the Wilmington, Delaware, Public Schools Office, Washington Avenue, Wilmington, Delaware 19803.)

Investigates the expanding role of teacher aides as reflected in the literature; defines teacher aide roles in terms of functions; deals with the relationship of teachers and aides on questions of rapport, orientation, and career development planning; provides answers to some questions about certification and suggests reading in the field.

*19. Howard, Eugene R. "Staff Support for Innovative Teaching." The Teacher and His Staff: Differentiating Teaching Roles--Report of the 1968 Regional TEPS Conferences. 1969. 12 pages. (This report may be ordered from the National Commission on Teacher Education and Professional Standards (NC/TEPS), National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.)

The article is based on the results of the 1968 Regional TEPS Conference which focused on ways to change the traditional role of a teacher from that of a self-contained classroom teacher teaching all subjects to all children to that of a teacher working cooperatively with a team. Four job descriptions for levels of auxiliary personnel are given.

*20. Klopf, Gordon, Garda W. Bowman, and Adena Joy. A Learning Team: Teacher and Auxiliary. Bank Street College of Education for the U.S. Office of Education. April 1969. 163 pages. (This book may be ordered from the Public Information Officer, Bureau of Educational Personnel Development, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202, or the Bank Street College of Education, 216 West 14th Street, New York, New York 10011.)

This book indicates how schools and colleges can cooperate in providing in-service training to expand the concept of the teacher as the only adult in a self-contained classroom. The purpose is to help multi-level, multi-functional teams operate cohesively and effectively. The concepts presented include both teacher education and in-service training for school personnel.

21. Lynton, Edith F. The Subprofessional: From Concepts to Careers. The National Committee on Employment of Youth. September 1967. 177 pages. (This guide may be ordered from the National Child Labor Committee (National Committee on Employment of Youth), 145 East 32nd Street, New York, New York. The price is $4.00 per copy.)

This booklet discusses the results of a conference held to consider how to make the employment of subprofessionals a reality in the fields of health, education, and welfare. An evaluation of the conference conclusions, recommendations to advance the use of subprofessionals, and a summary of individual workshop sessions are presented. This report encourages the use of subprofessionals in the classroom.

*22. Metzner, Seymour, Judith Baum, and Forrest Ayer. "Teacher Aides: An Annotated Bibliography." Compiled by the Northern Section, Personnel Research Committee, California Association of Schools Business Officials, William Odell, Chairman. 11 pages. (This bibliography may be ordered from Mr. William Odell, Director, Classified Personnel, San Mateo Union High School District, 650 N. Delaware Street, San Mateo, California 94401.)

This bibliography lists 139 publications about teacher aides and auxiliaries, their roles, their training and their institutionalization. Approximately 70 of the listings have short annotations.

*23. National Education Association. The Classroom Teacher Speaks on His Supportive Staff. November 1966. 36 pages.

The booklet covers what jobs can be done by people other than the classroom teacher, and what jobs should be restricted to the classroom teacher. Supportive staff rationale and the problems that might arise to prevent or hinder their effective use are discussed. Pre-program and program planning suggestions are offered.

24. Moody, Ferman B. and Thomas J. Rookey. "How to Pigeonhole Teacher Aides for Better Performance and Production." American School Board Journal. September 1968. 3 pages.

Duties assigned an aide rarely are governed by her educational qualifications. Moody and Rookey present an Institutional Model for Paraprofessional Interaction designed to incorporate the aide into the school structure. They feel that if such a model is used as a guideline for placing aides, the aide's potential will be used to the utmost. They also feel she should be apid in proportion to her training and responsibility. The model presents four levels of aide: instructional aide, technical aide, general aide, and monitor aide. Training, duties and pay scales are presented.

*25. National Education Association Task Force on Paraprofessionals. Report of the NEA Task Force on Paraprofessionals prepared for presentation to the 1970 Representative Assembly of the NEA. 1970. 18 pages. (This pamphlet may be ordered from the National Education Association, 1201 Sixteenth Street, Washington, D. C. 20036.)

Definitions, roles, and functions are given for the various types of auxiliary personnel found in the schools. Discussed are the needs of paraprofessionals: roles and responsibilities, pre- and in-service training programs, and establishment of an organizational structure.

*26. Olivero, James L. "Do Teacher Aides Really Aid?" California Teachers' Association Journal. March 1969. 3 pages.

This article discusses teacher attitudes toward aides, teacher aide duties, and rationale for teacher aides centered around the need to identify students' needs and how to best meet those needs. The author calls attention to the need for new role definitions in the classroom.

*27. Perkins, Bryce. Getting Better Results from Substitutes, Teacher Aides, and Volunteers. 1966. 64 pages. (This booklet may be ordered from the Sales Department, Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 for $2.25.)

Provides a "how-to" approach to effective staff utilization in public schools; includes useful material and information for educators planning to initiate a differentiated staffing pattern.

28. Prioleau, Beatrice. "From an aide in kindergarten." Instructor. August/September 1970. 1 page.

An experienced aide suggests protocol to facilitate a good working relationship between teacher and aide. The author states that aides should: 1) remember that the teacher is in charge of the class, 2) keep classroom problems confidential, 3) try to be sensitive to the needs of the class-- learn when and how to offer assistance, 4) take a few minutes each day to discuss with the teacher your share in current and future classwork, and 5) if you have problems, let the teacher hear about them from you, not from others. Mrs. Prioleau also emphasizes the need for appropriate teacher aide training.

*29. San Rafael, California, City Schools. Guidelines for Instructional Aides Prepared by EPDA Project Participants. 39 pages. (This booklet may be ordered from the San Rafael Elementary and High School District, Third and E Streets, P. O. Box 390, San Rafael, California 94902.)

This guidebook contains a brief rationale for this district's program, discusses instructional aide orientation, the classroom teacher's responsibilities to the instructional aide, general techniques for guiding children, suggests curricula activities and work activities for the aide, and provides 6 possible classroom arrangements.

*30. Saunders, Jack O. L., Donald G. Ferguson, Robert E. Wright, and James L. Olivero. Helping the Teacher Utilize Aides. 1971. 174 pages. (This book may be ordered from Innovative Resources Incorporated, P. O. Box 26655, El Paso, Texas 79926.)

This recent publication provides needed assistance to the classroom teacher in redefining working relationships with the addition of teacher aides. Stress is placed on becoming a manager of the classroom environment and developing teamwork with an aide. Consideration is given to the differentiation of roles and tasks to help teachers better meet the demands brought about by the knowledge explosion, new educational technology and techniques, and the cry for relevancy.

*31. Southwestern Cooperative Educational Laboratory. Proceedings of the Conference on the Use and Role of Teacher Aides. February 1969. 130 pages. (This publication may be ordered from the Southwestern Cooperative Educational Lab, 117 Richmond Drive, N. E., Albuquerque, New Mexico 87106.)

The proceedings consist of twenty presentations given at the 1969 conference of the Southwest Lab. Contents of the presentations range from training and use of auxiliary personnel to specific programs utilizing teacher aides.

32. Texas Migrant Educational Development Center, Southwest Educational Development Laboratory/Texas Education Agency. Handbook for Paraprofessionals in Migrant Education. 1969. 134 pages. (This handbook may be ordered from the Southwest Educational Development Corporation, 800 Brazos, Austin, Texas 78701.)

Discusses the unique educational needs of migrant children, and what and how paraprofessional roles can be effective in an educational program for these children. Gives the basic components of a paraprofessional program, discusses role definitions, and lists types of paraprofessional aides and duties.

33. Thurman, S. Kenneth. "Challenge for Junior Colleges: A Guideline Curriculum for Teacher Aides." Peabody Journal of Education. March 1969. 3 pages.

Thurman proposes a curriculum guideline for junior colleges training teacher aides. "Well-trained aides could provide educational efficiency and improve the educational situation by freeing teachers' time for professional planning... An intensive training program for teacher aides would serve the purpose of providing well-trained people to fill these much needed positions. Such a program would attract young people...and could form the foundations of educational improvement throughout the country by providing a pool of well-trained teacher aides in the labor force." The guideline closely parallels the curriculum offered by Miami-Dade Junior College and the one proposed by Underwood in 1967. It allows the student to complete teacher aide program requirements, while also allowing for electives to enable the student to become more specialized in a given field.

*34. University of Wisconsin Upper Midwest Regional Educational Lab. Teacher Aides: Handbook for Instructors and Administrators. 1968. 88 pages. (This handbook may be ordered from the University of Wisconsin Upper Midwest Regional Educational Laboratory, University of Wisconsin, Madison, Wisconsin 54306.)

Gives suggestions to administrators for developing a teacher aide program; provides a curriculum outline for the training of teacher aides; gives method suggestions for aide instructors; makes suggestions to teachers and teacher aides; and gives the results of a teacher aide survey of teachers, principals, and administrators.

35. ----------. Supplementary Materials for Teacher Aide Training Programs. 1968. 129 pages. (These materials may be ordered from the University of Wisconsin Upper Midwest Regional Educational Laboratory, University of Wisconsin, Madison, Wisconsin 54306.)

Gives practical and detailed suggestions for orienting and training teacher aides, including instructions and examples for the use of bulletin boards, AV equipment, bridging activities (games, songs, poems and stories); tells of ways an aide might work in the art program, in the reading and language program, and in the library. Gives ideas for an aide to assist the teacher in strengthening mathematical skills.

36. Vanderpool, Alden. "California's Instructional Act--and What It Can Mean to the Profession." CTA Journal. March 1969. 4 pages.

The article discusses the California Instructional Aide Act of 1968, which provides that, "any school district may employ instructional aides to assist classroom teachers... in the supervision of pupils and in instructional tasks which, in the judgement of the certified personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher." Also, the teacher is no longer required to be in the classroom at all times. Vanderpool covers some of the restrictions

covered by the Act, along with the interpretation which the individual districts and teachers use to establish guidelines for aides to fill local circumstances, readiness of teachers and aides, and aides, and the community.

37. Washington School of Psychiatry. TAP: The Teacher Aide Program. Project of Model School Division of the Public Schools of the District of Columbia, 1967. 118 pages. (This booklet may be ordered from the Model School Division, Washington, D. C., Public Schools, 415 - 12th Street, Washington, D. C. 20002.)

Reports role sensitivity approach to training aides in model schools of Washington, D. C. conducted by the Washington School of Psychiatry; explores goal to develop effective methods of training content and remedial help for aides, and institutionalization; concludes that the carefully selected and trained aide can enhance children's self image and school attitude, reduce teacher's workload enabling her to spend more time teaching; discusses enthusiasm of aides about the training program and their new insight into the dynamics of interpersonal relations.

*38. Wayne County Intermediate School District, Detroit, Michigan. The Practice and the Promise: Paraprofessionalism in the Schools of Wayne County, Michigan. 1968. 49 pages. (This paper may be ordered from the Differentiated Staffing Project, Wayne County Intermediate School District, 33030 Van Born Road, Wayne, Michigan 48184.)

Lists resource people consulted, participating institutions and agencies, and training programs assessed as a part of this study. Discusses and limits of paraprofessionalism, types of paraprofessionals, and their training. Gives 40 recommendations of the study and gives performance goals for paraprofessionals.

39. Wickens, Elaine. Discussion Guide for Film Strip, "I Am a Teacher Aide." Bank Street College of Education for the U. S. Office of Education. January 1969. 11 pages. (This guide can be ordered from the Public Information Officer, Bureau of Education Personnel Development, U. S. Office of Education, 400 Maryland Avenue, S. W., Washington, D. C. 20202 at no charge or the Bank Street College of Education, 216 West 14th Street, New York, New York 10011.)

The film strip and guide are designed to aid in training teachers and auxiliary personnel to analyze the effectiveness of team interaction through case studies. The film strip presents a case study. The accompanying guide discusses the potential problems of aide-teacher relations, the effective use of aides, and a suggested discussion format to follow the film strip. Several other film

strips and appropriate guides that are concerned with aspects of education are also available.

40. Wright, Betty Atwell. Teacher Aides to the Rescue. 1969. 201 pages. (This book may be ordered from the John Day Company, Sales Department, 62 West 45th Street, New York, New York 10036.)

The book tells how to plan for the effective use of teacher aides; offers case studies and job descriptions; tells of the advantages of parent volunteers; lists ingredients for the most effective teacher aide program; discusses breaking rigid grouping patterns; talks about public relations; gives a brief view of curriculum trends; gives practical ideas with many case histories of teacher aides in specific situations.

Further information may be obtained from:

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We have recently prepared annotated bibliographies on Team Teaching, Differentiated Staffing--An Addendum, School Volunteers, and Individualizing Instruction.